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ABSTRACT

This study focuses on responses from a questionnaire surveying the personal, educational, and musical backgrounds of the all-state instrumentalists participating in the Florida Music Educators Association In-Service Concert. Subjects were 882 students in the nine instrumental ensembles surveyed. There were three groups for middle/junior high level and six groups for senior high level students. A majority (63%) of the students came from 15% of Florida's 67 counties. Overall, there were more males than females and this imbalance was more noticeable for certain instruments. The data suggest that most of the respondents initiated their instrumental music experiences in elementary school. Private instruction also appeared to be an important variable in the development of successful students. High percentages of the all-state students also had been involved in solo and ensemble evaluation festivals. Ninety percent of the students reported they would continue to play after graduation from high school; 38 percent reported they intended to major in music in college. (Author/NP)

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A Profile of All-State Instrumentalists

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Abstract

The purpose of this study was to develop and administer a questionnaire to provide data regarding the personal, educational, and musical backgrounds of the all-state instrumentalists participating in the Florida Music Educators Association In-Service Conference. There were 882 students in the nine instrumental ensembles surveyed. There were three groups for middle/junior high level and six groups for senior high level students. Overall, 323 middle/junior high and 549 senior high students responded to the survey. A majority of the students (63%) came from 15% of Florida's 67 counties. Generally, counties with the greatest overall representation tended to have proportionally balanced representation between grade levels and between band and orchestra. Overall, there were more females than males and this gender imbalance was more noticeable for certain instruments. The data clearly suggest that most of the respondents initiated their instrumental music experiences in elementary school. Private instruction also appeared to be an important variable in the development of these successful students. High percentages of the all-state students also had been involved in solo and ensemble evaluation festivals. An encouraging note is that 90% of the students reported that they would continue to play after graduation from high school; 38% reported that they intended to major in music in college.

Background

Many instrumental music students throughout the United States are selected for participation in all-state ensembles each year. It is generally acknowledged that these instrumentalists represent the better students that are currently involved in the music programs from which they have been nominated. However, little data regarding the demographics, music training, and related musical experiences of these students has been systematically gathered, analyzed, or reported.

The purpose of this study was to develop and administer a questionnaire to provide data regarding the personal, educational, and musical backgrounds of the instrumentalists attending the Florida Music Educators Association (FMEA) In-Service Conference. This study was undertaken with the belief that such data would be useful, not only to the FMEA and its components, the Florida Bandmasters Association and the Florida Orchestra Association, but also to individual school districts. The data provide a basis against which individual counties could compare their outstanding instrumental music students. Perhaps the greatest value of such data is that it provides insights into the characteristics of the more successful instrumental music students state wide.

In a similar study Cole (1986) reported the results of a survey of the 1986 Georgia Music Educators Association (GMEA) sponsored Georgia Junior High School and Senior High School bands and orchestras. The survey was included in the students' registration procedures for the all-state ensembles. A separate form of the survey was developed for the junior high school and the senior high school participants. The survey attempted to gather data related to participating students' grade level, geographic area of the school, instrument, school size, gender, if the student had ever received private instruction on their instrument, the grade level when the student began studying the instrument on which they were auditioned for all-state, previous all-state experience, and the level entered by the students' band or orchestra at GMEA district festival. The response rate was 78.8% for the junior high school participants (n = 209), and 91% for the high school participants (n = 328). Results indicated that a majority of students in the Georgia all-state ensembles were from bands and orchestras that entered GMEA district festivals at higher levels. Approximately 89% of respondents had received private instruction on their instruments outside school time. The majority of junior high school respondents were in ninth grade (65%), were from public schools (93%), were from the metropolitan Atlanta area (59%), and began playing their instruments in the fifth grade or lower (74%) with the largest single percentage of students (38%) reporting that they began playing an instrument in the fifth grade; 29% reported that they had previous all-state experience. The highest percentage of senior high school respondents were in the twelfth grade (42%), were from public schools (96%), were from the metropolitan Atlanta area (59%), were from AAAA class schools (64%), and were from bands and orchestras that entered the district GMEA festival at the grade 6 level (85%) which is the highest level for GMEA ensembles; 73% of the high school respondents had previous all-state experience.

Procedures

The Research Chair of the Florida Music Educators Association (FMEA) presented a proposal requesting permission to conduct the study and a request for funding for the study to the FMEA Executive Board. The proposal was approved and the questionnaire was developed to examine the personal, educational, and musical backgrounds of the All-State instrumentalists. The groups selected for this investigation included the Jazz Ensemble, Junior High All-State Band, Middle School Honors Band, Senior High Concert Band, Senior High Small School Honor Band, Senior High Symphonic Band, Junior High Concert Orchestra, Senior High Concert Orchestra, and the Senior High Repertory Orchestra.

The questionnaire was designed to require simple, direct responses and it was estimated that the administration time would be 7-10 minutes. The information requested by the questionnaire included instrument, county, sex, grade in school (5-12), type of

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school (public, private), size of city (large, small, small town), grade at which respondents began playing a musical instrument, grade in which respondents began playing their all-state instrument, whether respondents took private lessons on their all-state instrument outside of school time, number of years participation in all-state band or orchestra, whether respondents had participated in district solo and ensemble evaluation festival, whether respondents had participated in state solo and ensemble evaluation festival, whether they planned to continue playing their instrument after graduation from high school, and whether they planned to major in music after graduation from high school.

The investigators then contacted the room chairpersons for each of the ensembles, informed them of the purpose and procedures for the study, and provided a schedule for the administration of the questionnaire. Prior to the administration of the questionnaire a follow-up was sent to each of the room chairpersons to remind them of the time and procedures.

The investigators explained the purpose, procedures, and the directions for the completion of the questionnaire to the students. The investigators then handed out the questionnaire to and collected it from all members of each instrumental ensemble during their rehearsal times. This permitted a 100% response rate for the questionnaire which required no more than ten minutes per group to administer.

Results

Data for this study are based on the responses of music students participating in the nine all-state instrumental groups at the 1989 FMEA Clinic-Conference held in Tampa on January 5-7, 1989. A total of 882 students from the nine groups responded to the brief questionnaire. Because all students did not respond to each item of the questionnaire, the total response was sometimes less than 882; consequently, reported data and percentages for each question are based on the number of students responding to the given question.

The nine all-state instrumental groups included three for middle/junior high school students and six for senior high students. At the middle/junior high school level, there were two bands and one orchestra; at the senior high school level, there were three bands and two orchestras, and one jazz ensemble. Overall, 323 middle/junior high and 549 senior high students responded to the survey. Table 1 shows the breakdown of each group by the grade level of the students involved.

Table 1
Grade Levels of Participants in All-State Groups

	Grade Level												
	7		8		9		10		11		12		Total
Group	n	%[a]	n	%	n	%	n	%	n	%	n	%	N
Middle School Honors Band	15	13	99	87	-	-	-	-	-	-	-	-	114
Junior High All-State Band	3	2	28	25	79	72	-	-	-	-	-	-	110
Junior High Concert Orch	-	-	29	30	65	68	1	1	1	1	-	-	110
Sr. High Small Schools Honor Band	-	-	-	-	5	5	17	16	27	25	57	54	106
Senior High Concert Band	-	-	-	-	-	-	18	15	41	33	65	52	124
Senior High Symphonic Band	-	-	-	-	-	-	15	12	45	35	67	53	127
Senior High Repertory Orch	-	-	-	-	-	-	26	32	22	27	33	41	81
Senior High Concert Orch	-	-	-	-	-	-	25	27	32	34	37	39	94
Jazz Ensemble	-	-	-	-	-	-	1	5	7	35	12	60	20
Total	18	6	156	48	149	46	103	19	175	32	271	49	872

a) Percentages are based on row totals, except in the total row where percentages for grades 7, 8, and 9 are based on the total n for those grades; similarly, percentages in the Total row for grades 10, 11, and 12 are based on the total n for those grades.

Table 2 shows the number and percentage of the total number of students coming from each county. As apparent from the table, a majority of the students come from a relatively few counties. Sixty-three percent of the students come from only ten of the 67 counties (Polk, Orange, Seminole, Broward, Palm Beach, Duval, Hillsborough, Pinellas, Dade, and Okaloosa), and 25 percent of the students came from only three counties (Polk, Orange, and Seminole). Twelve counties did not have students participating in the all-state instrumental groups.

Virtually all of the junior high school orchestra students came from only 16 counties; also, all but five senior high orchestra students came from the 20 counties with the greatest overall representation in the all-state instrumental groups.

Forty percent of the 20-member jazz ensemble came from a single county (Broward); in all, only ten counties were represented in the Jazz Ensemble.

Table 2
County Representation in All-State Instrumental Groups

County	Mid/Jr High			Senior High			Combined Jr/Sr High			Cumulative	
	Band	Orch	Total	Band	Orch	Total	Band	Orch	Total	Total	%
	n	n	n	n	n	n	n	n	n	N	%b
Polk	25	9	34	31	24	55	56	33	89	89	10
Orange	13	12	25	23	21	44	36	33	69	158	18
Seminole	22	3	25	29	6	35	51	9	60	218	25
Broward	12	5	17	30	11	41	42	16	58	276	32
Palm Beach	20	8	28	20	3	23	40	11	51	327	38
Duval	8	5	13	29	7	36	37	12	49	376	43
Hillsborough	13	8	21	12	15	27	25	23	48	428	49
Pinellas	12	7	19	14	11	25	26	18	44	468	54
Dade	15	8	13	12	9	21	27	17	44	512	59
Okaloosa	8	4	12	18	4	22	26	8	34	546	63
Leon	10	5	15	10	8	18	20	13	33	579	66
Brevard	9	4	13	16	3	19	25	7	32	611	70
Escambia	4	4	8	14	4	18	18	8	26	637	73
Sarasota	1	5	6	7	12	19	8	17	25	662	76
Alachua	3	1	4	8	10	18	11	11	22	684	78
Lee	7	1	8	7	2	9	14	3	17	701	80
Santa Rosa	3	0	3	10	2	12	13	2	15	716	82
Manatee	2	0	2	4	8	12	6	8	14	730	84
Collier	0	3	3	3	7	10	3	10	13	743	85
Lake	3	1	4	7	1	8	10	2	12	755	87
Pasco	2	0	2	8	0	8	10	0	10	765	88
Clay	5	1	6	3	0	3	8	1	9	774	89
Martin	2	0	2	3	2	5	5	2	7	781	90
Nassau	2	0	2	5	0	5	7	0	7	788	90
Bay	1	0	1	3	1	4	4	1	5	793	91
Citrus	0	0	0	5	0	5	5	0	5	798	92
Indian River	1	0	1	4	0	4	5	0	5	803	92
Marion	2	0	2	3	0	3	5	0	5	808	93
Washington	2	0	2	3	0	3	5	0	5	813	93
Bradford	2	0	2	2	0	2	4	0	4	817	94
Gilchrist	1	0	1	3	0	3	4	0	4	821	94
Levy	2	0	2	2	0	2	4	0	4	825	95
Monroe	1	0	1	3	0	3	4	0	4	829	95
St. Lucie	0	3	3	1	0	1	1	3	4	833	96
Walton	2	0	2	2	0	2	4	0	4	837	96
Charlotte	1	0	1	2	0	2	3	0	3	840	96
St. Johns	0	0	0	3	0	3	3	0	3	843	97
Sumter	0	0	0	3	0	3	3	0	3	846	97
Baker	1	0	1	1	0	1	2	0	2	848	97
Dixie	1	0	1	1	0	1	2	0	2	850	97
Hendry	1	0	1	1	0	1	2	0	2	852	98
Hernando	2	0	2	0	0	0	2	0	2	854	98
Jackson	0	0	0	1	1	2	1	1	2	856	98
Osceola	1	0	1	1	0	1	2	0	2	858	98
Suwanee	0	0	0	2	0	2	2	0	2	860	99
Union	0	0	0	2	0	2	2	0	2	862	99
Volusia	0	1	1	0	1	1	1	1	2	864	99
Flagler	0	0	0	1	0	1	1	0	1	865	99
Gadsen	0	0	0	1	0	1	1	0	1	866	99
Gulf	0	0	0	1	0	1	1	0	1	867	99
Hardee	0	0	0	1	0	1	1	0	1	868	99
Highlands	1	0	1	0	0	0	1	0	1	869	100
Jefferson	0	0	0	1	0	1	1	0	1	870	100
Putnam	1	0	1	0	0	0	1	0	1	871	100
Taylor	0	0	0	1	0	1	1	0	1	872	100

a) For purposes of this table, members of the Jazz Ensemble are included under the band category.
b) Percentage is based on total number of students indicating their county (N = 872).

Generally, counties with the greatest overall representation tended to have a proportionally balanced representation between levels (i.e. middle/junior high and senior high) and between band and orchestra. All of the 20 counties with the highest overall representation had students in both band and orchestra; however, two of these counties (Santa Rosa and Manatee) were not represented in the junior high orchestra.

Counties with five or fewer participants tended to be represented only in bands; only four counties (Bay, St. Lucie, Jackson, and Volusia) had students participating in orchestra.

With respect to representation by the various Department of Education-defined regions of the state, each region had at least one county among the top ten in overall representation. Following are the regions and the "top ten" county(ies) representing that region:

Region I:	Okaloosa
Region II:	Duval
Region III:	Orange, Seminole
Region IV:	Hillsborough, Polk, Pinellas
Region V:	Broward, Dade, Palm Beach

Table 3 provides information regarding the size of city from which the all-state instrumentalists came. Students were given general guidelines for rating the size of city from which they came Essentially, "large" cities included Miami, Fort Lauderdale, Tampa, Jacksonville, Orlando, St. Petersburg, and Palm Beach. "Small" cities included such cities as Fort Myers, Sarasota, and Tallahassee. Students were instructed to list still smaller cities under the rubric of "towns." Even with the realization that the categorization system would be less than perfect, the data appeared to reveal some patterns about the size of city from which all-state instrumental students came.

As might be expected, a majority of the students participating in the Senior High Small School Honor Band reported coming from towns. Other groups tended to have a large majority of students coming from small cities and large cities rather than towns. The majority (67%) of the students in the Jazz Ensemble were from large cities, and none of its members were from towns. A majority (70%) of the students in the Senior High Repertory Orchestra were from small cities, yet the majority (67%) of the students in Senior High Concert Orchestra were from large cities. Participation in other groups generally reflected about equal representation from large and small cities, with a small percentage of students from towns.

Table 3
Participants Distribution by City Size

	Large City		Small City		Town		Total
Group	n	% a	n	%	n	%	N
Middle School Honors Band	34	23	87	60	25	17	146
Junior High All-State Band	57	53	47	44	3	2	107
Junior High Concert Orchestra	37	38	46	47	14	14	97
Senior High Small School Honors Band	19	18	31	29	55	52	105
Senior High Concert Band	57	48	51	43	11	9	119
Senior High Symphonic Band	59	51	50	43	6	5	115
Senior High Repertory Orchestra	16	21	54	70	7	9	77
Senior High Concert Orchestra	57	68	22	26	5	6	84
Jazz Ensemble	12	67	6	33	0	0	18
Total 348	40	394	45	126	15	868	

a) Percentages are based on row totals.

Overall, there were more female than male students in the all-state instrumental groups (55% female compared to 45% male). However, the relative proportion of female to male students in some of the groups varied greatly.

The group with the most noticeable imbalance with respect to gender was the Jazz Ensemble; 90% of the students in this group were male. Conversely, all three all-state orchestra groups tended to have relatively higher proportions of female students than male (67:33, 62:38, and 61:39). With the exception of the Senior High Small School Honor Band, most bands were about evenly split between females and males. (See Table 4).

Table 4 also provides data which indicates that there were many clear-cut differences in the proportions of male and female students playing instruments within the respective instrumental families. The male/female ratios for the brass and percussion families reflected much higher proportions of males than females (74:26 and 83:17, respectively). However, the ratios for the woodwinds and strings reflected much higher proportions of females than males (75:25 and 65:35, respectively).

Table 4
Gender of Participants by Instrument Family

	Brass				Woodwind				String				Percussion				Totals			
	M		F		M		F		M		F		M		F		M		F	
Group	n	% a	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
M S H B	36	75	12	25	18	30	43	70	-	-	-	-	7	100	0	0	61	52	55	47
J H A-S B	34	74	12	26	16	27	43	73	-	-	-	-	5	83	1	17	55	50	56	50
J H C O	9	64	5	36	1	6	15	94	19	29	46	70	4	80	1	20	33	33	67	67
S H S S H B	27	66	14	34	10	18	46	82	-	-	-	-	7	88	1	13	44	42	61	58
S H C B	36	82	8	18	21	29	52	71	2	100	0	0	5	71	2	29	64	51	62	49
S H S B	32	71	13	29	18	25	53	75	0	0	1	100	6	67	3	33	56	44	70	56
S H R O	7	63	4	36	2	13	14	88	19	37	32	63	3	100	0	0	31	38	50	62
S H C O	7	70	3	30	3	21	11	79	22	34	42	66	4	100	0	0	36	39	56	61
Jazz Ens.	10	100	0	0	4	80	1	20	2	100	0	0	2	67	1	33	18	90	2	10
Total	198	74	71	26	93	25	278	75	64	35	121	65	43	83	9	17	498	479	55	

a) Percentages are based on total numbers of students per instrument family.

MSHB = Middle School Honors Band
JHA-SB = Junior High All-State Band
JHCO = Junior High Concert Orchestra
SHSSHB = Senior High Small School Honor Band
SHCB = Senior High Concert Band
SHSB = Senior High Symphonic Band
SHRO = Senior High Repertory Orchestra
SHCO = Senior High Concert Orchestra
Jazz Ens. = Jazz Ensemble

Table 5 shows the grade levels at which all-state instrumental students began playing a musical instrument. These could be any instrument, including piano, guitar, recorder, or some band or orchestra instrument. About half (49%) of the students began playing an instrument in grades 4 through 6. More than a third (36%) began playing an instrument prior to grade 4. Thus, about 85% of the students began playing a musical instrument prior to grade 7.

Generally, members of the three orchestras tended to begin playing a musical instrument earlier than did members of the bands. As apparent from Table 5, a majority of each of the orchestras began playing an instrument in grade 4 or earlier. However, such was not the case for any of the bands or the Jazz Ensemble.

Eighty-five percent of the students reported beginning playing their all-state instruments in grade 7 or lower. Thirty percent reported beginning in grade 6 and thirty percent reported beginning in grade 5 or lower. The majority of orchestral performers began playing in grade 5 or lower, while the participants in the bands generally began playing in grades 6 or 7. These results are summarized in Table 6.

Table 5
Grade Level at which Participants Began to Play an Instrument

	Grade Level																				
	Preschool		1		2		3		4		5		6		7		8		9		
Group	n	% a	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N
MSHB	7	6	7	6	10	9	15	13	18	16	15	13	32	28	12	10	0	0	0	0	116
JHA-SB	7	6	12	11	6	5	7	6	20	18	12	11	31	28	12	11	3	3	0	0	110
JHCO	14	14	19	19	11	11	14	14	13	13	6	6	11	11	10	10	0	0	0	0	98
SHSSHB	4	4	6	6	8	8	10	9	17	16	18	17	24	23	17	16	2	2	0	0	106
SHCB	6	5	20	16	10	8	12	10	18	14	14	11	25	20	16	13	3	2	1	1	125
SHSB	9	7	3	2	11	8	13	10	18	14	15	11	29	22	29	22	2	2	3	2	132
SHRO	7	8	8	10	5	6	10	12	16	19	17	20	12	14	6	7	1	1	1	1	83
SHCO	16	17	9	10	9	10	9	10	17	18	15	16	10	11	5	5	3	3	0	0	93
Jazz Ens.	0	0	0	0	4	21	0	0	1	5	3	16	3	16	6	32	1	5	1	5	19
Total	70	8	84	10	74	8	90	10	138	16	115	13	177	20	113	13	15	2	6	1	882

a) Percentages based on row totals.

MSHB = Middle School Honors Band
JHA-SB = Junior High All-State Band
JHCO = Junior High Concert Orchestra
SHSSHB = Senior High Small School Honor Band
SHCB = Senior High Concert Band
SHSB = Senior High Symphonic Band
SHRO = Senior High Repertory Orchestra
SHCO = Senior High Concert Orchestra
Jazz Ens. = Jazz Ensemble

Table 6
Grade Level at which Participants Began Playing their All-State Instrument

	Grade Level																
		≤ 5	6		7		8		9		10		11		12		
Group	n	% a	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N
MSHB	32	28	41	36	34	30	8	7	0	0	0	0	0	0	0	0	115
JHA-SB	36	32	43	38	26	23	8	7	0	0	0	0	0	0	0	0	113
SHCO	47	48	23	23	15	15	11	11	2	2	0	0	0	0	0	0	98
SHSSHB	19	18	41	39	23	22	4	4	6	6	8	8	2	2	3	3	106
SHCB	29	23	39	31	30	24	11	9	8	6	7	6	1	1	0	0	125
SHSB	22	17	38	30	53	41	5	4	4	3	3	2	2	2	1	1	128
SHRO	35	43	21	26	16	20	5	6	3	4	1	1	1	1	0	0	82
SHCO	41	44	17	18	18	19	8	9	5	5	4	4	0	0	1	1	94
Jazz Ens.	6	30	2	10	5	25	2	10	2	10	1	5	2	10	0	0	20
Total	267	30	265	30	220	25	62	7	30	3	24	3	8	1	5	1	881

a) Percentages are based on row totals.

MSHB = Middle School Honors Band
JHA-SB = Junior High All-State Band
JHCO = Junior High Concert Orchestra
SHSSHB = Senior High Small School Honor Band
SHCB = Senior High Concert Band
SHSB = Senior High Symphonic Band
SHRO = Senior High Repertory Orchestra
SHCO = Senior High Concert Orchestra
Jazz Ens. = Jazz Ensemble

As is apparent from Table 7, a majority of the students in all of the all-state groups reported studying privately (65%). Only two groups had fewer students studying privately than not studying privately (Middle School Honors Band = 34% studying privately, and Senior High Small Schools Honor Band = 34% studying privately). The majority of participants on stringed instruments (75%) reported studying privately. The majority of brass and woodwind players in the all-state groups also reported studying privately with notable exceptions occurring in the Middle School Honors Band (brass studying privately = 27%, woodwinds studying privately = 43%) and the Senior High Small School Honor Band (brass studying privately = 33%, woodwinds studying privately = 32%). Groups that were composed of auditioned personnel tended to have higher percentages of students who reported studying privately than did non auditioned groups. More high school instrumentalists reported private study than did instrumentalists in the middle and junior high schools. These results are summarized in Table 7.

Table 7
Percentages of Students Studying Privately

	Brass		Woodwind		String		Percussion		Total Studying Privately		Total
Group	n	% a	n	%	n	%	n	%	n	%	N
M S H B	13	27	26	43	-	-	1	14	40	34	116
J H A-S B	25	54	45	76	-	-	4	67	74	67	111
J H C O	7	50	13	81	52	80	1	20	73	74	99
S H S S H B	14	33	18	32	-	-	4	50	36	34	106
S H C B	29	64	57	80	-	-	7	100	93	71	125
S H S B	31	67	54	74	-	-	7	78	92	71	129
S H R O	8	67	16	100	39	76	3	100	66	80	82
S H C O	6	60	13	93	62	95	1	25	82	88	93
Jazz Ens.	6	60	4	80	2	100	2	100	14	70	20
Total	139	52	246	66	155	84	30	59	570	65	881

a) Percents are based on total number of participants per instrument family per group, except the total row where percents are based on the total n for each instrument family.

MSHB = Middle School Honors Band
JHA-SB = Junior High All-State Band
JHCO = Junior High Concert Orchestra
SHSSHB = Senior High Small School Honor Band
SHCB = Senior High Concert Band
SHSB = Senior High Symphonic Band
SHRO = Senior High Repertory Orchestra
SHCO = Senior High Concert Orchestra
Jazz Ens. = Jazz Ensemble

The majority of participants (55%) were in their first year in an all-state group and 24% were in their second year. The Senior High Symphonic Band and the Senior High Concert Orchestra also reported large percentages of participants (34% and 44% respectively) who were in their third year as all-state instrumentalists. The complete summary of these results may be found in Table 8.

Table 8
Number of Years Students have Participated in All-State Groups

		Number of Years											
		1		2		3		4		5		6	
Group	N	n	%	n	%	n	%	n	%	n	%	n	%
Middle School Honors Band	116	115	99	1	<1	0	0	0	0	0	0	0	0
Junior High All-State Band	111	68	61	39	35	4	4	0	0	0	0	0	0
Junior High Concert Orchestra	100	70	70	29	29	1	1	0	0	0	0	0	0
Sr High Small School Honor Band	106	72	68	24	23	6	6	3	3	1	1	0	0
Senior High Concert Band	123	60	49	39	32	17	14	7	6	0	0	0	0
Senior High Symphonic Band	128	34	27	28	22	44	34	17	13	5	4	0	0
Senior High Repertory Orchestra	82	32	39	27	33	14	17	8	10	1	1	0	0
Senior High Concert Orchestra	94	23	24	21	22	28	30	16	17	4	4	2	2
Jazz Ensemble	20	13	65	4	20	0	0	3	15	0	0	0	0
Total	880	487	55	211	24	114	113	54	6	13	1	2	<1

a) Percentages are based on row totals.

A high percentage of all-state participants had been involved in district and state solo and ensemble evaluation festivals. Eighty-six percent of the all-state instrumentalists participated in district solo and ensemble evaluation festivals and 50 percent participated in state solo and ensemble evaluation festivals. The participation in solo and ensemble evaluation festivals was greater for high school instrumentalists than for middle and junior high school instrumentalists. There appeared to be a higher percentage of band students who participated in solo and ensemble evaluation festivals (average participation in District = 88%, average participation in State = 55%) than there were orchestral instrumentalists participating in their respective evaluation festivals (average participation in District = 81%, average participation in State = 47%). The highest percentages of solo and ensemble participation were at the district level by students in Senior High Symphonic Band and the Senior High Concert Band (both = 98%). These results are summarized in Table 9.

Table 9
Number of Students who have Participated in District and State Solo and Ensemble Festival Evaluation

	District		State		
Group	n	%	n	%	N
Middle School Honors Band	70	61	9	8	115
Junior High All-State Band	101	92	12	11	110
Junior High Concert Orchestra	81	82	15	15	99
Senior High Small School Honor Band	96	91	63	59	106
Senior High Concert Band	122	98	97	78	125
Senior High Symphonic Band	125	98	116	91	128
Senior High Repertory Orchestra	72	88	52	63	82
Senior High Concert Orchestra	68	72	61	64	95
Jazz Ensemble	18	90	16	80	20
Total	753	86	441	50	880

Ninety percent of the all-state participants indicated that they intend to continue playing their instruments after graduation; 38% reported that they intend to major in music in college. Participants in the Jazz Ensemble and the Senior High Concert Orchestra all reported that they would continue to play after graduation from high school. These results are summarized in Table 10.

Table 10
Students' Performance Plans Beyond Secondary School

		Plan to Continue		Plan to Major in Music	
Group	N	n	% a	n	%
Middle School Honors Band	85	81	75	33	39
Junior High All-State Band	111	82	74	36	32
Junior High Concert Orchestra	77	74	96	29	38
Sr. High Small School Honor Band	81	79	98	28	35
Senior High Concert Band	108	105	97	39	36
Senior High Symphonic Band	129	107	83	53	41
Senior High Repertory Orchestra	82	67	82	22	27
Senior High Concert Orchestra	89	89	100	47	53
Jazz Ensemble	20	20	100	14	40
Total	782	704	90	301	38

a) Percentages are based on row totals.

Discussion and Recommendations

It is acknowledged by the investigators that such data as those reported above perhaps raise more questions than they answer. It is with this consideration in mind that the following is offered.

The data suggest that an imbalance exists with respect to county representation within and among the all-state instrumental groups. This imbalance is particularly striking in the case of string performers, with virtually all of the participants coming from fewer than one-third of Florida's 67 counties; however, the results demonstrate that the imbalance exists in all of the all-state instrumental ensembles. Perhaps this imbalance is reflective of population density, or perhaps this might reflect interest in, or perceived value of such experiences on the part of the students, parents, music directors, or music supervisors within certain counties. This imbalance may also reflect the lack of various course offerings in certain areas (such as strings or orchestra), or it may reflect substantial qualitative differences among music programs within the state.

Music supervisors and individual music directors in counties with little or no representation need to examine their programs to ensure that students have the opportunity to apply and/audition for an all-state group; they also should provide assistance to enhance their students' chance for selection.

Although not necessarily a concern, but certainly an interesting finding, is to the gender differences among certain instrument families. With respect to this sample, females tend to play woodwind and string instruments more frequently than do their male counterparts, while the majority of the all-state brass and percussion players were male. Whether this is a result of sexism, stereotyping, tradition, or preference is unclear. Certainly there is no need for equal representation by gender in each section of a band or orchestra.

The data clearly suggest that most all-state students initiated their instrumental music experiences in elementary school, with 60% indicating that they began to play an instrument prior to grade 7. This is particularly true for orchestra participants, where the majority reported beginning an instrument in grade 4 or lower, and their respective all-state instrument in grade 5 of lower. This is a reflection of the general practice observed that orchestra students begin to play earlier than band students. This suggests that early interaction with a musical instrument may be influential in students' eventual success.

Private instruction also appears be an influential variable in the development of successful instrumentalists, as 65% of the all-state instrumentalists reported studying privately. It is interesting to note that, generally, more high school students study privately than do middle/school or junior high school students, with the notable exception of the members of the Small School Honor Band where much smaller percentages of students reported having private instruction. This may reflect a lack of available private teachers and/or economic conditions that may exist in smaller towns.

A high percentage of participants had been involved in solo and ensemble evaluation festivals. Generally, students in the all-state bands had a higher percentage of participation in these events than did students in the orchestras. This may reflect the perceived value of such experiences for the students by the directors and/or may reflect the emphasis placed on these types of events by the sponsoring organizations and their membership.

It is encouraging to note that a large percentage of the students reported that they intended to continue to play their instruments beyond high school and that a considerable proportion (38%) reported that they intend to major in music in college. Whether this is an accurate measure of intent is questionable; it might be influenced by some form of compliance with perceived expectations. However, it is rewarding to note that these students reportedly desire to keep music a part of their lives.

In retrospect, the investigators acknowledge a notable omission from the survey instrument: a question to gather data with respect to participants' ethnic background. It is therefore recommended that similar research in the future should attempt to investigate this additional subject variable.

REFERENCES

Cole, L. Jr. (1986, Fall). "All-state instrumentalists - who are they?" *Georgia Music News*, pp. 37-38.

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